



School Name: Sunridge Middle School

School Year: 2025/26

Building Administrators Names: Angie Horton: Principal, Doug Gunter: Vice Principal

Student Learning:

Reading:

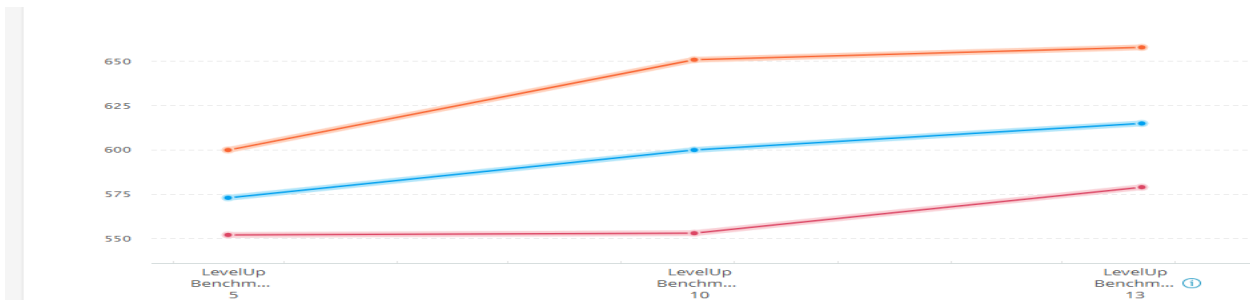
Fall Diagnostic (IXL):

Grade	Student count	Overall ELA levels	Above grade	On grade	Below grade	Far below grade	Incomplete
Sixth grade	222		94 (42%)	13 (6%)	32 (14%)	74 (33%)	9 (4%)
Seventh grade	230		72 (31%)	13 (6%)	21 (9%)	105 (46%)	19 (8%)
Eighth grade	234		31 (13%)	9 (4%)	23 (10%)	83 (35%)	88 (38%)

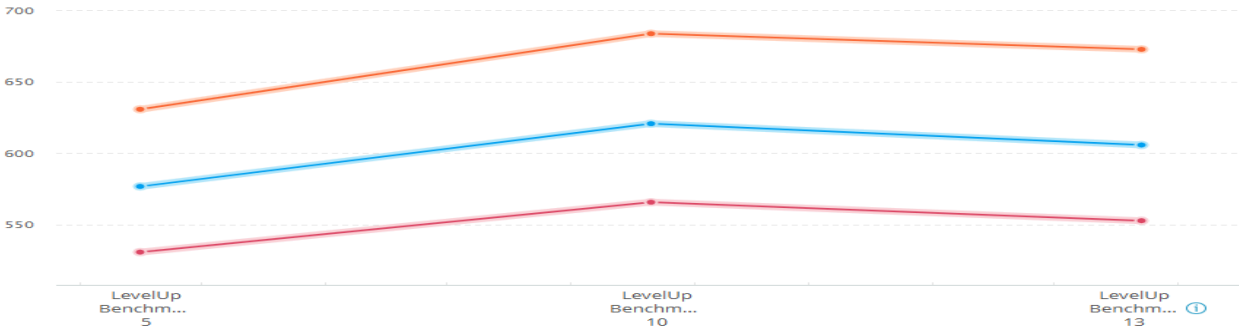
Spring Diagnostic (IXL):

Grade	Student count	Overall ELA levels	Above grade	On grade	Below grade	Far below grade	Incomplete
Sixth grade	222		80 (36%)	11 (5%)	22 (10%)	82 (37%)	27 (12%)
Seventh grade	230		60 (26%)	13 (6%)	17 (7%)	109 (47%)	31 (13%)
Eighth grade	234		22 (9%)	8 (3%)	15 (6%)	98 (42%)	91 (39%)

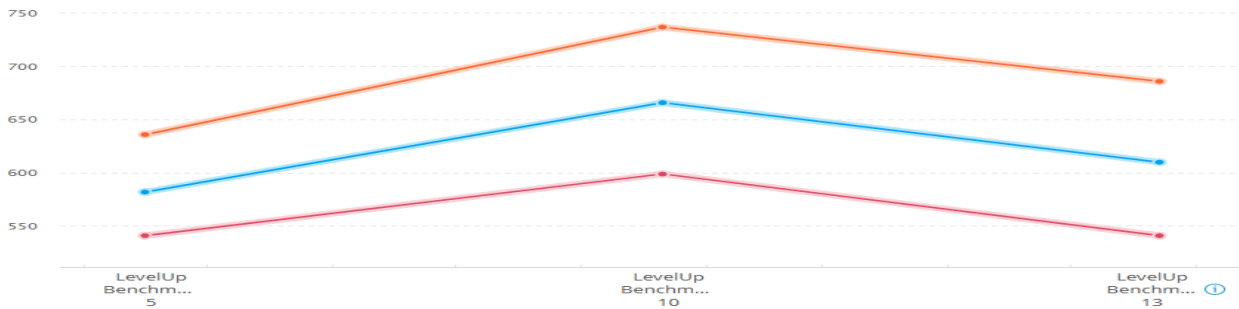
ELA Growth Grade 6:



ELA Growth Grade 7:



**ELA Growth Grade 8:**



The transition from Fall to Spring ELA assessments highlights a path for instructional opportunity, particularly as we build upon the solid foundation of 29% of students achieving at or above grade level. An encouraging 3% reduction in the "Below Grade Level" tier indicates that targeted learning strategies can successfully shift student trajectories toward higher proficiency. While the increases in the far below grade level and incomplete categories indicate areas for development, they provide a valuable diagnostic baseline to target future literacy interventions. Ultimately, this data shows an opportunity for school-wide growth to bridge achievement gaps.

**Math:**

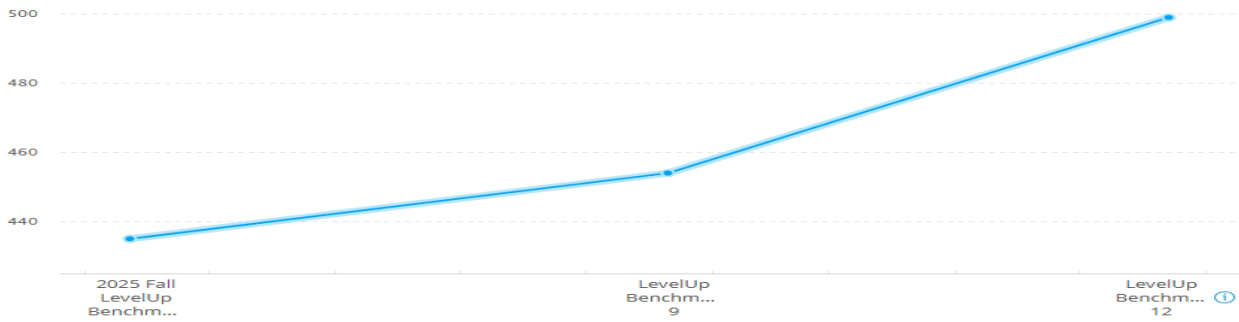
Fall Diagnostic (IXL):

Grade	Student count	Overall math levels	Above grade	On grade	Below grade	Far below grade	Incomplete
Sixth grade	222		17 (8%)	25 (11%)	54 (24%)	116 (52%)	10 (5%)
Seventh grade	230		19 (8%)	10 (4%)	19 (8%)	168 (73%)	14 (6%)
Eighth grade	234		23 (10%)	19 (8%)	34 (15%)	143 (61%)	15 (6%)

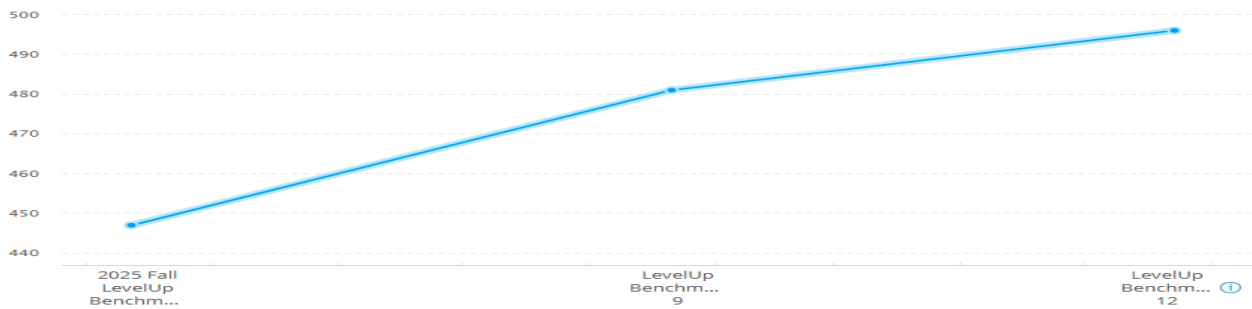
Spring Diagnostic (IXL):

Grade	Student count	Overall math levels	Above grade	On grade	Below grade	Far below grade	Incomplete
Sixth grade	222		31 (14%)	19 (9%)	16 (7%)	130 (59%)	26 (12%)
Seventh grade	230		25 (11%)	13 (6%)	8 (3%)	172 (75%)	12 (5%)
Eighth grade	234		32 (14%)	23 (10%)	22 (9%)	130 (56%)	27 (12%)

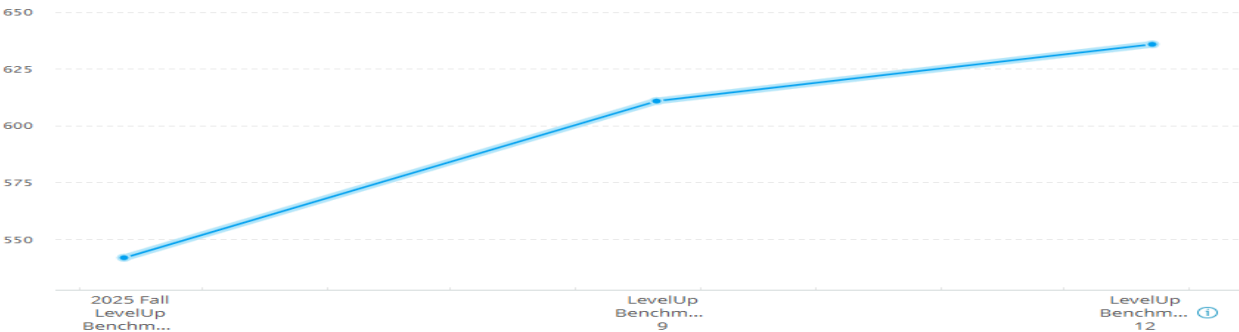
### Math Growth Grade 6:



### Math Growth Grade 7:



### Math Growth Grade 8:



The transition from Fall to Spring highlights pockets of academic growth, particularly evidenced by a 4% increase in students achieving above grade level. SMS Also saw a 9% reduction in the "Below Grade Level" tier showing that targeted instructional strategies are successfully moving students upward. While 64% of students remain in the far below grade level tier, this metric serves as a foundation for targeted intervention and school-wide growth. By connecting this academic data with the school's 60% regular attendance rate, we have a clear opportunity to boost achievement by focusing on consistent student engagement. Ultimately, these results

demonstrate that when students are present to learn, they have the full capacity to bridge the gap.

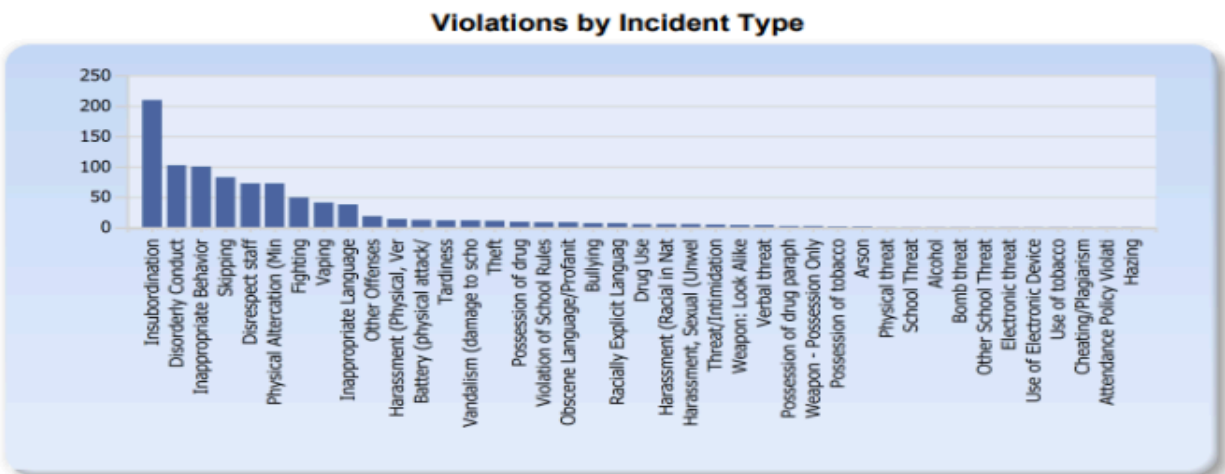
### Student Attendance:

Sunridge Middle School	Count	Session Days	Days Absent	Days Present	Rate
95.0 - 100%	211				
90.1 - 94.9%	201				
85.0 - 90.0%	105				
80.0 - 84.9	73				
< 80%	94				
<b>Total</b>	<b>684</b>	<b>109788</b>	<b>11725</b>	<b>98063</b>	<b>89.320</b>
Count Students > 90%	412				
Count Students <= 90%	272				
Percent Students <= 90%	39.77				

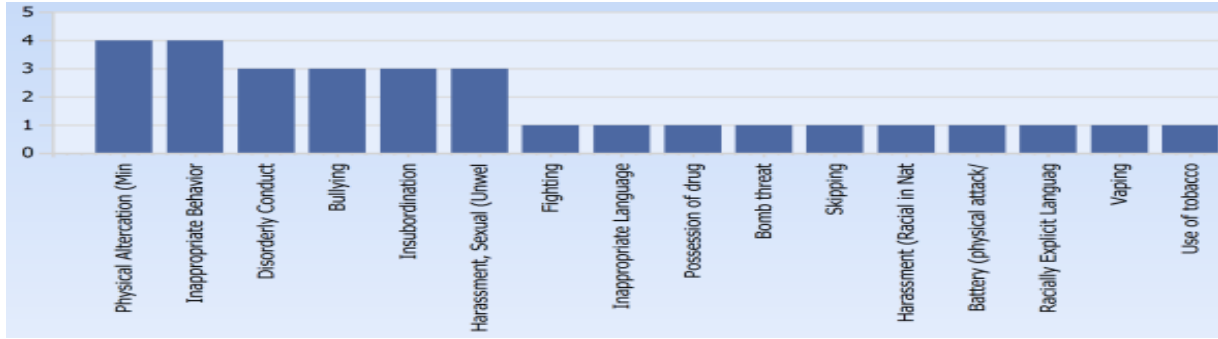
Through May 26th, 2026 SMS has an attendance rate of 60% regular attenders.

In addition to working with IMESD, an SMS attendance team was formed to track and target students who fell below the regular attender rates. Students were tracked by cohort and specific attendance intervention and incentive groups were established based on criteria agreed upon by the attendance team. 50% of the 6th grade targeted attendance group showed an average increase of 1.5%. 37% of the 7th grade targeted attendance group showed an average increase of 3%. 43% of the 8th grade targeted attendance group showed an average increase of 2.5%. Tribal students targeted through the TAPP program showed consistent rates of just over 91% attendance by the end of the yearly reporting period.

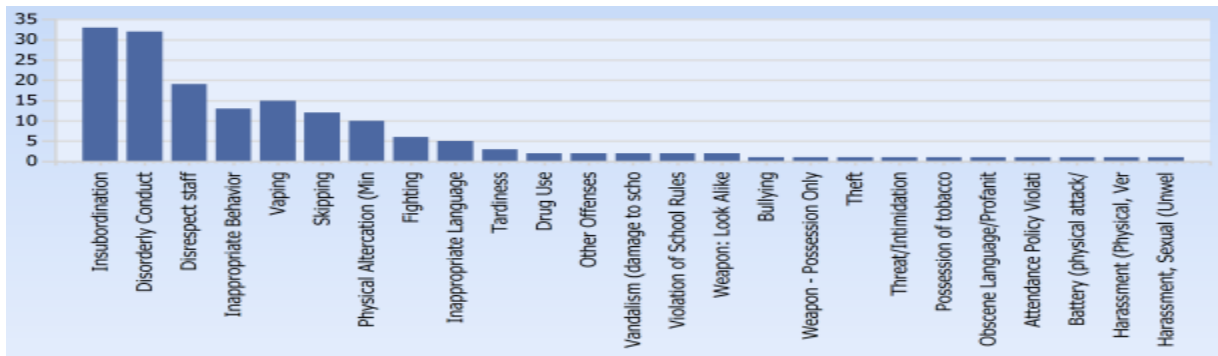
### Learning Environment: Overall 25/26 (June Data Not Available)



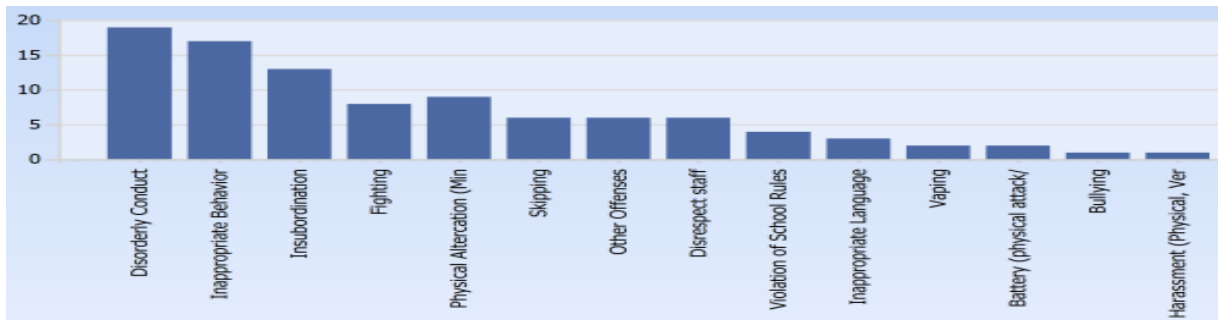
September, 2025



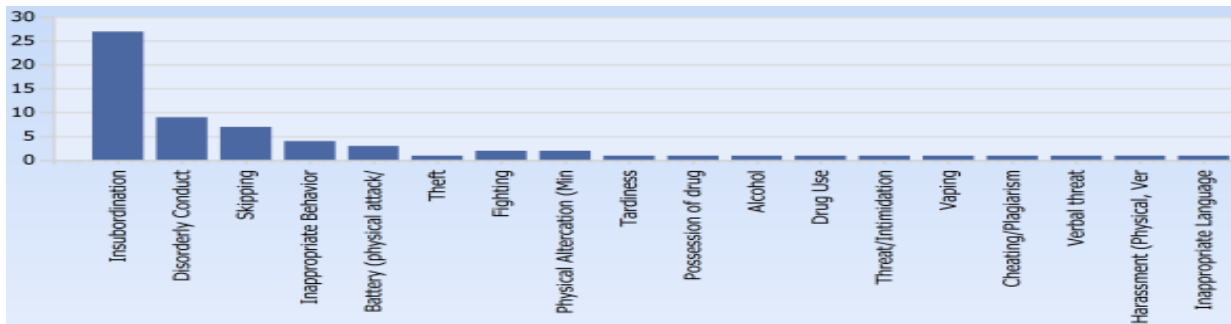
October, 2025



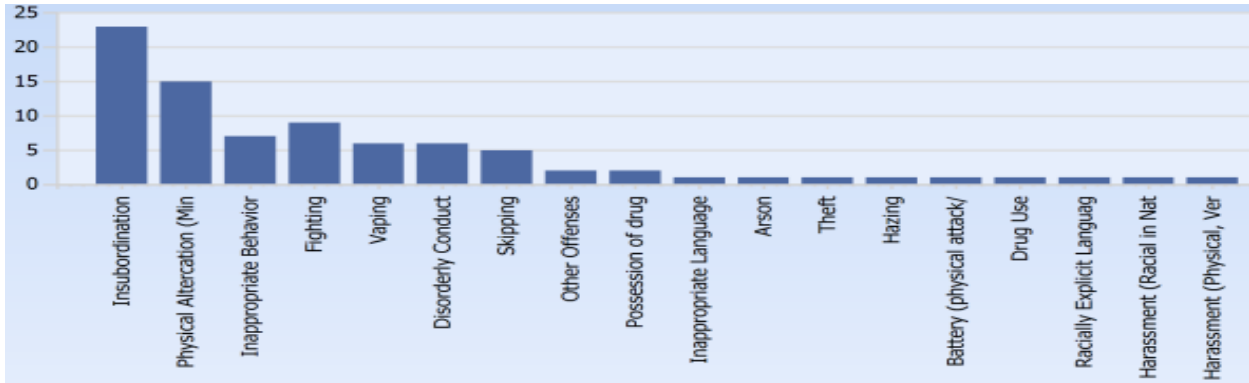
November, 2025



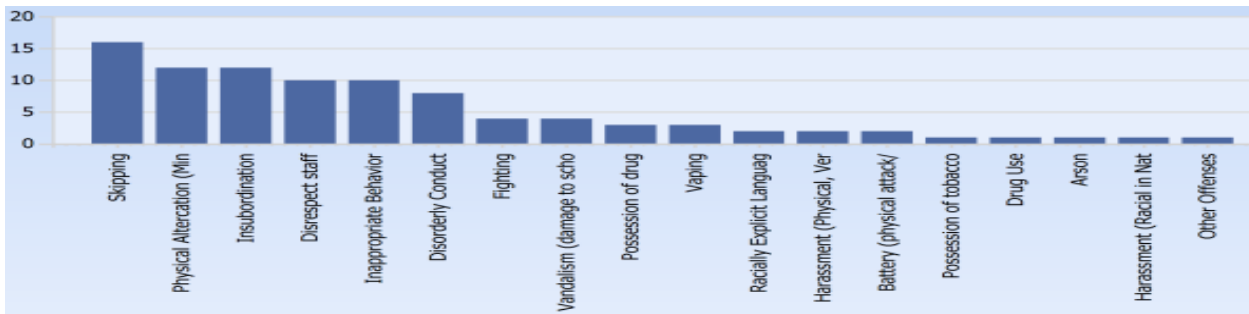
December, 2025



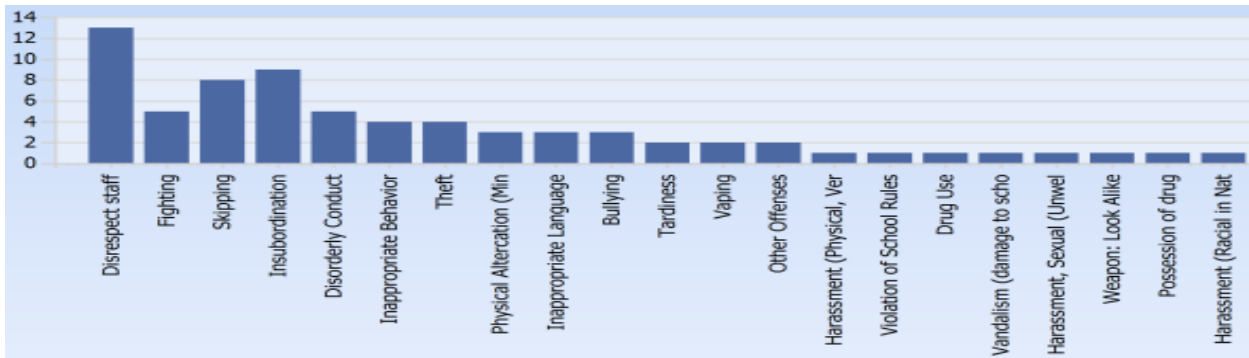
January, 2026



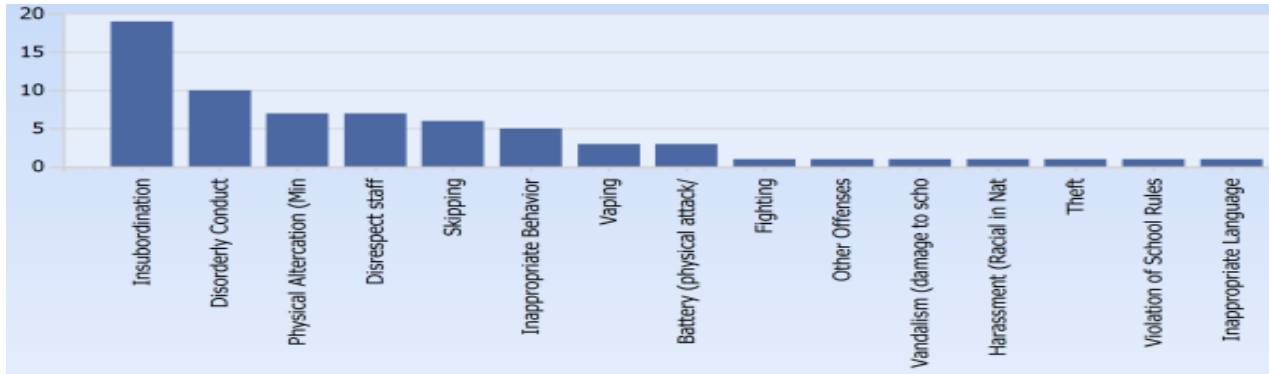
February, 2026



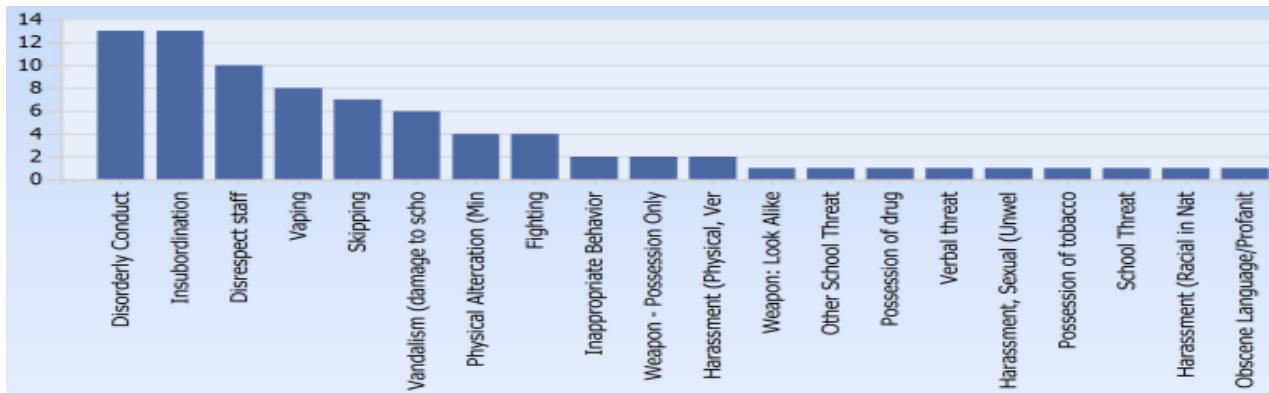
March, 2026



April, 2026



May, 2026



Throughout the school year, Sunridge Middle School staff maintained consistent tracking systems that allowed teachers to actively document and address behavioral trends as they ebbed and flowed. The data indicates that the majority of documented infractions were concentrated in areas such as insubordination, disorderly conduct, inappropriate behavior, skipping, minor physical altercations, fighting, vaping, and inappropriate language. Conversely, targeted efforts yielded a measurable reduction over the course of the year in categories, including harassment, tardiness, vandalism, theft, drug possession, bullying, and racially explicit language. This positive shift is directly attributed to staff consistency, which initially contributed to a higher volume of recorded referrals but ultimately drove the decrease in these specific behavioral categories. While work remains to be done, the unified commitment of the staff has established a strong baseline that is actively reducing inappropriate and disruptive behaviors across the student body.

**Building focus/goals:**

As we look toward the upcoming school year, Sunridge Middle School is developing grounded, actionable goals that directly address our current academic and attendance data. Student attendance is directly tied to both academic achievement and behavior. To systematically increase our regular attender rates, we are launching targeted attendance interventions alongside 13 new academically based electives designed to boost engagement and connect student interests with core skills. Academically, we aim to increase achievement by capitalizing on our current successful instructional practices while introducing additional structured strategies and consistent instructional norms across all subject areas. We are also addressing behavior by increasing student accountability and ownership of their choices, supported by more meaningful and engaging learning opportunities. In addition, we will continue to strengthen our support network by actively connecting students and families with outside intervention and prevention resources.

***Staff Professional Development:***

To support our strategic goals, our professional development for the coming school year will focus on equipping staff with high-impact instructional practices that directly drive student achievement. We are implementing a collaborative co-teaching framework, pairing skills teachers and special education teachers to deliver targeted math and literacy support. To maximize classroom engagement, professional learning will also focus on balancing paper-and-pencil tasks with our digital curriculum to offer a better balanced learning experience. We also recognize that reading proficiency is a shared responsibility, and will prepare teachers across all subject areas to integrate essential elements of reading instruction into their daily routines. This will include school-wide strategies for embedding explicit vocabulary instruction and meaningful writing opportunities into all academic disciplines. Additionally, teachers in non-testable subject areas will be trained to use instructional strategies that reinforces literacy standards. By standardizing these instructional norms, we aim to ensure that every educator is equipped to support our students' ELA skills acquisition and academic growth.